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APPLICATION NO.	FILING DATE	FIRST NAMED INVENTOR	ATTORNEY DOCKET NO.	CONFIRMATION NO.
09/773,451	01/31/2001	John SanGiovanni	MS155616.1/40062.104US01	8035

23552 7590 12/05/2003

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EXAMINER	
JOSEPH, THOMAS J	

ART UNIT	PAPER NUMBER
2174	6

DATE MAILED: 12/05/2003

Please find below and/or attached an Office communication concerning this application or proceeding.

Office Action Summary	Application No.	Applicant(s)	
	09/773,451	SANGIOVANNI, JOHN	
	Examiner	Art Unit	
	Thomas J Joseph	2174	

-- The MAILING DATE of this communication appears on the cover sheet with the correspondence address --

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If the period for reply specified above is less than thirty (30) days, a reply within the statutory minimum of thirty (30) days will be considered timely.
- If NO period for reply is specified above, the maximum statutory period will apply and will expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133).
- Any reply received by the Office later than three months after the mailing date of this communication, even if timely filed, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

1)☒ Responsive to communication(s) filed on *31 January 2001* .

2a)☐ This action is **FINAL**. 2b)☒ This action is non-final.

3)☐ Since this application is in condition for allowance except for formal matters, prosecution as to the merits is closed in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11, 453 O.G. 213.

Disposition of Claims

4)☒ Claim(s) *1-52* is/are pending in the application.

4a) Of the above claim(s) _____ is/are withdrawn from consideration.

5)☐ Claim(s) _____ is/are allowed.

6)☒ Claim(s) *1-52* is/are rejected.

7)☐ Claim(s) _____ is/are objected to.

8)☐ Claim(s) _____ are subject to restriction and/or election requirement.

Application Papers

9)☐ The specification is objected to by the Examiner.

10)☐ The drawing(s) filed on _____ is/are: a)☐ accepted or b)☐ objected to by the Examiner.

Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).

11)☐ The proposed drawing correction filed on _____ is: a)☐ approved b)☐ disapproved by the Examiner.

If approved, corrected drawings are required in reply to this Office action.

12)☐ The oath or declaration is objected to by the Examiner.

Priority under 35 U.S.C. §§ 119 and 120

13)☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119(a)-(d) or (f).

a)☐ All b)☐ Some * c)☐ None of:

1.☐ Certified copies of the priority documents have been received.

2.☐ Certified copies of the priority documents have been received in Application No. _____ .

3.☐ Copies of the certified copies of the priority documents have been received in this National Stage application from the International Bureau (PCT Rule 17.2(a)).

* See the attached detailed Office action for a list of the certified copies not received.

14)☐ Acknowledgment is made of a claim for domestic priority under 35 U.S.C. § 119(e) (to a provisional application).

a) ☐ The translation of the foreign language provisional application has been received.

15)☐ Acknowledgment is made of a claim for domestic priority under 35 U.S.C. §§ 120 and/or 121.

Attachment(s)

1) ☒ Notice of References Cited (PTO-892)
2) ☐ Notice of Draftsperson's Patent Drawing Review (PTO-948)
3) ☒ Information Disclosure Statement(s) (PTO-1449) Paper No(s) *4* .
4) ☐ Interview Summary (PTO-413) Paper No(s). _____ .
5) ☐ Notice of Informal Patent Application (PTO-152)
6) ☐ Other: .

DETAILED ACTION

Claim Rejections - 35 USC § 102

1. The following is a quotation of the appropriate paragraphs of 35 U.S.C. 102 that form the basis for the rejections under this section made in this Office action:

> A person shall be entitled to a patent unless –
>
> (e) the invention was described in (1) an application for patent, published under section 122(b), by another filed in the United States before the invention by the applicant for patent or (2) a patent granted on an application for patent by another filed in the United States before the invention by the applicant for patent, except that an international application filed under the treaty defined in section 351(a) shall have the effects for purposes of this subsection of an application filed in the United States only if the international application designated the United States and was published under Article 21(2) of such treaty in the English language.

2. Claims 1 – 3, 6, 7, 11 – 14, 25 – 28, 32, 34, 43 – 46, 51, and 52 are rejected under 35 U.S.C. 102(e) as being anticipated by Tarpenning et al (US 6,282,344).

Claim 1:

Tarpenning et al (US 6,282,344) teaches a computing system that includes a navigational interface for inputting text and control information into the computing system (fig. 7). Tarpenning teaches an input pointer generating a selection stroke when operated by the user, the selection stroke indicative of a request to enter text or to perform a task in the computing system (fig. 7). Tarpenning teaches a sensor pattern device divided into a plurality of sensory portions (fig. 7, #85). Tarpenning teaches the sensor pattern device detecting the selection stroke and identifying at least one selected sensory portion including in the selection stroke (fig. 7). Tarpenning teaches a first information element associated with a task to be performed in the computing system and referenced by one of the plurality of sensory portions (fig. 7, #85, #90). Tarpenning teaches a second information element associated with text to be entered in the

computing system and referenced by one of the plurality of sensory portions (fig. 7). Tarpenning teaches at least one of selected sensory portion selected by the selection stroke (fig. 7, #85, #90, #92). Tarpenning teaches information entering text in the computing system and requesting performance of a particular task by the computing system being input by the selection stroke (fig. 7, #85, #90, #92).

Claim 2:

Tarpenning teaches a navigational interface (fig. 7). Tarpenning teaches an interface interpretation module recognizing the selection stroke on the sensor pattern and entering the text or performing the task associated with the selected information element (fig. 7, #85, #90, #92). When the user presses or strokes the stylus, software modules are required to interpret the input entered by the user.

Claim 3:

Tarpenning teaches an interface interpretation module recognizing the selection stroke on the sensor pattern and entering the text or performing the task associated with the selected information element (fig. 7, #85, #90, #92).

Claim 6:

Tarpenning teaches a selection stroke beginning and ending at the same sensory petal whereby the information input into the computing system being task information (fig. 7, #85, #90, #92).

Claim 7:

Tarpenning teaches task information activating an application being installed on the computing system (fig. 7, #85, #90, #92).

Claim 11:

Tarpenning teaches an interface interpretation module (fig. 7, #85, #90, #92). Tarpenning teaches a control-operating module activated when the selection stroke is initiated on a sensory portion other than the central sensory portion (fig. 7, #85, #90, #92).

Tarpenning teaches a text-operating module activated when the selection stroke is initiated in the central sensory portion (fig. 7).

Claim 12:

Tarpenning teaches a selection stroke beginning at a sensory portion other that the outer sensory portion and continuing to the outer sensory portion (fig. 7). Tarpenning teaches continuing to the outer sensory portion whereby the information input into the computing system being a cancel task initializing the plurality of information elements to an immediate previous instance (fig. 7).

Claim 13:

Tarpenning teaches the sensor pattern device being a touch pad having a surface and the selection stroke (fig. 7). Tarpenning teaches a press on a first selected sensory portion on the surface of the touch pad (fig. 7). Tarpenning teaches a lift from the surface of the touch pad whereby the selection stroke is indicative of a touch, slide, and lift, and the selection stroke includes at least two selected sensory portions, beginning at the first selected sensory portion, and ending at the other selected sensory portion (fig. 7).

Claim 14:

Tarpenning teaches a sensor pattern device that is a touch pad having a surface and the selection stroke (fig. 7). Tarpenning teaches a press on a selected sensory portion on the surface of the touch pad (fig. 7). Tarpenning teaches a lift from the surface of the touch pad at the same selected sensory portion whereby the selection stroke being indicative of a touch and lift at one selected sensory portion (fig. 7).

Claim 25:

Tarpenning teaches a method for controlling operations of the computing system (fig. 7). Tarpenning teaches inputting text into various applications installed on the computing system through a navigational interface having an input device (fig. 7). Tarpenning teaches receiving a selection stroke identifying a user request and generating from the input deliver, the selection stroke representing a task to be performed in the computing system (fig. 7). Tarpenning teaches executing the task whereby control operation and textual input is applied once the selection stroke is received (fig. 7).

Claim 26:

Tarpenning teaches selecting at least one information element with the selection stroke to initiate execution of the particular task (fig. 7).

Claim 27:

Tarpenning teaches an act of selecting selects a plurality of information elements with the selection stroke to initiate execution of the particular task (fig. 7).

Claim 28:

Tarpenning teaches following the act of executing, updating each information element to represent an updated task (fig. 7). Tarpenning teaches an updated task defined by the particular task performed in the computing system (fig. 7).

Claim 32:

Tarpenning teaches beginning the selection stroke on a sensory petal of a petal sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches terminating the selection stroke at the sensory area whereby the area's performed is activation of an application installed on the computing system (fig. 7).

Claim 34:

Tarpenning teaches beginning the selection stroke on a sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selecting stroke to an outer sensory portion of the sensor pattern whereby the task performed being cancelled of the task associated with the user request (fig. 7).

Claim 43:

Tarpenning teaches a computer program product readable by a computing system and encoding a computer program of instructions for executing a computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system through a navigational interface having an input device (fig. 7). Tarpenning teaches a selection stroke identifying a user request and generated from the input device, the selection stroke representing a task to be performed in the computing system (fig. 7). Tarpenning teaches executing the task

whereby control operation and textual input is applied once the selection stroke is received (fig. 7).

Claim 44:

Tarpenning teaches a computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches selecting at least one information element with the selections stroke to initiate execution of the particular task (fig. 7).

Claim 45:

Tarpenning teaches the act of selecting selects a plurality of information elements with the selection stroke to initiate execution of the particular task (fig. 7).

Claim 46:

Tarpenning teaches a computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches following the act of executing, updating each information element to represent an updated task, each updated task defined by the particular task performed in the computing system (fig. 7).

Claim 51:

Tarpenning teaches a computer process in the computer program product (fig. 7). Tarpenning teaches computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches beginning the selection stroke on a sensory petal of a petal sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning

teaches continuing the selection stroke to a central sensory portion of the sensor pattern (fig. 7). Tarpenning teaches terminating the selection stroke at the central sensory portion whereby the task performed is performance of an operation in an application installed on the computing system (fig. 7).

Claim 52:

Tarpenning teaches a computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches beginning the selection stroke on a sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selection stroke to an outer sensory portion of the sensor pattern whereby the task performed is cancellation of the task associated with the user request (fig. 7).

Claim Rejections - 35 USC § 103

3. The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

> (a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negatived by the manner in which the invention was made.

4. Claims 4, 5, 8, 9, 10, 15, 16 – 24, 29 – 31, 33, 35 – 37, 39, 40, 42, and 47 – 50 are rejected under 35 U.S.C. 103(a) as being unpatentable over Tarpenning et al (US 6,282,344) as applied to claims 3, 25, and 43 above, and further in view of Halachmi et al (US 6,104,400).

Claim 4:

Tarpenning teaches a display pattern associated with the sensor pattern radially divided into a central display portion, a specific display portion, and an outer display portion, the display pattern presenting each information element (fig. 7). Tarpenning teaches the selection stroke beginning at the central sensor portion, continuing to at least one sensory area, and terminating at the central sensory portion whereby the information input into the computing system in text (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches continuing to at least one sensory petal (fig. 4; col.4, lines 30 – 40). Halachmi teaches a circular UI consisting of circular, radial layout that includes petals. It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 5:

Tarpenning teaches the selection stroke beginning at the central sensory portion, and terminating at the central sensory portion whereby the information input into the computing system text (fig. 7, #85, #90, #92).

Tarpenning fails to teach sensory petals. Halachmi teaches continuing to at least one sensory petal (fig. 4; col.4, lines 30 – 40). Halachmi teaches a circular UI consisting of circular, radial layout that includes petals. It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make

additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claims 8:

Tarpenning teaches a continuing to at least one other sensory portion of the sensor pattern whereby the information input into the computing system being a task information controlling operations in an application installed on the computing system (fig. 7, #85, #90, #92).

Tarpenning fails to teach sensory petals. Halachmi teaches a stroke beginning at a sensory petal (fig. 4; col.4, lines 30 – 40). Halachmi teaches a circular UI consisting of circular, radial layout that includes petals. It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 9:

Tarpenning teaches a sensory portion being associated with a menu item of the application whereby the information input into the computing system defining a plurality of tasks of an updated set of information elements (fig. 7, #85, #90, #92).

Claim 10:

Tarpenning teaches a sensory portion being a central sensory portion whereby the information being entered in to the computing system that is a drag task executing an operation of the application (fig. 7).

Claim 15:

Tarpenning fails to teach an input pointer being a mouse having at least one button for press and lift the sensor pattern device being a display device. Halachmi teaches the input pointer being a mouse having at least one button for press and lift the sensor pattern device being a display device (fig. 1, #26). It would have been obvious to one with ordinary skill in the art to combine input pointer being a mouse having at least one button for press and lift the sensor pattern device being a display device taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so choose between touch screen inputs or entering inputs from a remote location.

Claim 16:

Tarpenning teaches a computing system having a display, an operating system, and a GUI, a navigational interface for inputting text elements and control elements into the computing system (fig. 7). Tarpenning teaches central sensory portion forming a single sensory portion (fig. 7). Tarpenning teaches each sensory section forming a single sensory portion (fig. 7). Tarpenning teaches text elements and control elements being associated with the central sensory portion (fig. 7). Tarpenning teaches the sensory petals and the outer sensory segments, individually and in a plurality of combinations of the same (fig. 7). Tarpenning teaches a texts element and control elements being selected through a selection stroke applied to one or more of the central sensory portions (fig. 7). Tarpenning teaches the sensory petals and the outer sensory segments whereby text elements and control elements are input into the computing system (fig. 7).

Tarpenning fails to teach sensory petals or any type of a radially divided GUI. Halachmi teaches a sensor pattern radially divided into a central sensory portion (fig. 2). Halachmi teaches a petals sensory portion and an outer circumferential portion (fig. 2). Halachmi teaches petals sensory portion angularly divided into sensory petals distributed about the central sensory portions (fig. 2). Halachmi teaches an outer circumferential portion angularly divided into outer segments (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 17:

Tarpenning teaches an outer sensory segments being associated with the sensory petals and at least one applications activation control element assigned to an outer sensory portion being selected by a selection stroke including an associated sensory area (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 18:

Tarpenning teaches at least one application operation control element being selected through a selection stroke, including at least one sensory area and the control sensory portion (fig. 7).

Halachmi teaches at least one petal (fig. 2).

Claim 19:

Tarpenning teaches text elements being selected through a selection stroke beginning at the central sensory portion continuing to at least one sensory area, and terminating at the central portion whereby text is input into the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 20:

Tarpenning teaches a selection stroke being a press and lift at the same outer sensory segment whereby the control element activates an application installed on the computing system (fig. 7).

Claim 21:

Tarpenning teaches an application that is an operating system utility of an operating system (fig. 7).

Claim 22:

Tarpenning teaches control stork beginning at a sensory area and continuing to at least one other sensory portion of the sensor pattern whereby the control element selected activates performance of a control operation task controlling operations in an activated application (fig. 7).

Halachmi teaches at least one petal (fig. 2).

Claim 23:

Tarpenning teaches a sensory portion being a sensory area associated with a menu item control element of the activated application and the menu item control element selected rotates the control elements of each sensory petal such that the menu item sensory area defines a plurality of controls of an updated set of control elements (fig. 7).

Halachmi teaches at least one petal (fig. 2).

Claim 24:

Tarpenning teaches the other sensory portion being the central sensory portion and the control element selected executing an operation of the application (fig. 7).

Claim 29:

Tarpenning teaches beginning the selection stroke on a sensory area of an area's sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selection stroke to at least one other sensory area of the area's sensory portion (fig. 7). Tarpenning teaches terminating the selection stroke at he other sensory petal whereby the task performed being a rotation of the information elements referenced by each sensory petal such that the area sensory portion being

updated with an updated set of information elements defined by a menu item information element rotated to a primary active sensory petal (fig. 7).

Halachmi teaches at least one petal (fig. 2).

Claim 30:

Tarpenning teaches beginning the selection stroke on a central sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selection stroke to at least one sensory area of area's sensory portion of the sensor pattern (fig. 7). Tarpenning teaches terminating the selection stroke at the central sensory portion whereby the task performed being text input into an application installed on the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 31:

Tarpenning teaches beginning the selection stroke on a central sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selection stroke to a sensory area of an area's sensory portion of the sensor pattern (fig. 7). Tarpenning teaches terminating the selection stroke at the sensory area whereby the task performed is execution of a control operation in the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 33:

Tarpenning teaches beginning the selection stroke on a sensory area of an area's sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selection stroke to a central sensory portion of the sensor pattern (fig. 7). Tarpenning teaches terminating the selection stroke at the central sensory portion whereby the task performed is performance of an operation in an application installed on the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 35:

Tarpenning teaches a computing system having a display, operating system, and a method for controlling operations in the computing operations in the computing system and inputting text into various applications installed on the computing system through a navigational interface having an input device, a navigational display

presented on the display, and an interface interpretation module (fig. 7). Tarpenning teaches detecting a selection stroke at the input device, the selection stroke requesting performance of a particular task in the computing system (fig. 7). Tarpenning teaches dividing a sensory portion into a plurality of sensory portions including a central sensory portion (fig. 7). Tarpenning teaches a plurality of sensory petals and an outer sensory portion, each sensory portion representing an information element associated with a task to be performed in the computing system (fig. 7). Tarpenning teaches interpreting the selection of at least one information element from a selection stroke on at least one sensory portion (fig. 7). Tarpenning teaches executing an instruction, based on one or more information elements interpreted by the act of interpreting, to perform the particular task in the computing system whereby control operation and textual input are applied to the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 36:

Halachmi teaches beginning on a sensory petal (fig. 2). Halachmi teaches continuing at least one sensory petal (fig. 2). Halachmi teaches terminating at the other sensory petal whereby the task performed is a dial task updating the information element referenced by at least one sensory portion (fig. 2).

Claim 37:

Tarpenning teaches beginning the central sensory portion (fig. 7).

Tarpenning teaches terminating at the central sensory portion whereby the task performed is a textual task inputs text into the computing system (fig. 7).

Halachmi teaches continuing at least one sensory petal (fig. 2).

Claim 39:

Halachmi teaches beginning on a sensory petal (fig. 2).

Tarpenning teaches terminating at the sensory petal whereby the task performed is a press task activating an application installed on the computing system (fig. 7).

Claim 40:

Tarpenning teaches the application is one of the groups consisting of a desktop environment, an operating system, and an application program (fig. 7).

Claim 42:

Tarpenning teaches beginning on a sensory portion (DDD). Tarpenning teaches continuing to the outer sensory portion whereby the task performed is cancellation of the task identified in the selection stroke (DDD).

Claim 47:

Tarpenning teaches a computer process in the computer program product (fig. 7). Tarpenning teaches a computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches beginning the selection stroke on a sensory area of an area's sensory portion of a sensor pattern of the navigational interface (fig. 7).

Tarpenning teaches continuing the selection stroke to at least one other sensory area of the petal sensory portion (fig. 7). Tarpenning teaches terminating the selection stroke at the other sensory petal whereby the task performed is rotation of the information elements reference by each sensory petal such that petal sensory portion is updated with an updated set of information elements defined by a menu item information element rotated to a primary active sensory area (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 48:

Tarpenning teaches a computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches beginning the selection stroke on a central sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selection stroke to at least one sensory petal of a petal sensory portion of the sensor pattern (fig. 7). Tarpenning teaches terminating the selection stroke at the central sensory whereby the task performed is text input into an application installed on the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 49:

Tarpenning teaches a computer process for controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches beginning the selection stroke on a central sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches continuing the selection stroke to at least one sensory petal of a petal sensory portion of the sensor pattern (fig. 7). Tarpenning teaches terminating the selection stroke at the sensory petal whereby the task performed is execution of a control operation in the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

Claim 50:

Tarpenning teaches controlling operations of the computing system and inputting text into various applications installed on the computing system (fig. 7). Tarpenning teaches beginning the selection stroke on a sensory are of an area's sensory portion of a sensor pattern of the navigational interface (fig. 7). Tarpenning teaches terminating the selection stroke at the sensory petal whereby the task performed is activation of an application installed on the computing system (fig. 7).

Tarpenning fails to teach sensory petals. Halachmi teaches at least one petal (fig. 2). It would have been obvious to one with ordinary skill in the art to combine the petals taught by Halachmi with the sensory display portions disclosed by Tarpenning. Doing so enables the user to make additional adjustment when accessing graphical selections while minimizing the need for additional pointing devices.

5. Claims 38 and 41 are rejected under 35 U.S.C. 103(a) as being unpatentable over Tarpenning et al (US 6,282,344) and Halachmi et al (US 6,104,400) as applied to claim 35 above, and further in view of Smith (US 5,933,141).

Claim 38:

Tarpenning teaches beginning the central sensory portion (fig. 7). Halachmi teaches continuing at least one sensory petal (fig. 2).

Tarpenning and Halachmi fail to teach terminating at the central sensory portion whereby the task performed is a drag-out task performing a control operation in the computing system. Smith (US 5,933,141) teaches terminating at the central sensory portion whereby the task performed is a drag-out task performing a control operation in the computing system (fig. 6a – 6b). It would have been obvious to one with ordinary

skill in the art to combine the petals and sensory portions taught by Tarpenning and Halachmi with the drag and drop disclosed by Smith. Doing so enables the user to relocate icons on the UI.

Claim 41:

Tarpenning teaches beginning on a sensory petal (fig. 7). Halachmi teaches continuing the central sensory portion (fig. 2).

Tarpenning and Halachmi fail to teach terminating at the central sensory portion whereby the task performed is a drag-out task performing a control operation in the computing system. Smith (US 5,933,141) teaches terminating at the central sensory portion whereby the task performed is a drag-out task performing a control operation in the computing system (fig. 6a – 6b). It would have been obvious to one with ordinary skill in the art to combine the petals and sensory portions taught by Tarpenning and Halachmi with the drag and drop disclosed by Smith. Doing so enables the user to relocate icons on the UI.

Conclusion

6. Any inquiry concerning this communication or earlier communications from the examiner should be directed to Thomas J Joseph whose telephone number is 703-305-3917. The examiner can normally be reached on Monday through Friday from 7:30 am to 4:00 pm.

If attempts to reach the examiner by telephone are unsuccessful, the examiner's supervisor, Kristine Kincaid can be reached on 703-308-0640. The fax phone number for the organization where this application or proceeding is assigned is (703) 872-9306.

Any inquiry of a general nature or relating to the status of this application or proceeding should be directed to the receptionist whose telephone number is 703-305-3900.

Kristine Kincaid
KRISTINE KINCAID
SUPERVISORY PATENT EXAMINER
TECHNOLOGY CENTER 2100

November 12, 2003
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